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ABSTRACT

Designed for use by students in library science and school media programs in the state of Louisiana, this handbook outlines the responsibilities and activities which will engage library school students when they become practicing school librarians or media specialists. Checklists of the competencies which student librarians must achieve to become school librarians or media specialists are included. The philosophy and objectives of library education programs are reviewed, terminology commonly used in school librarianship is defined, the administrative organization of schools is discussed, and the school and community resources available to school librarians are listed. Also included are a checklist of the personal and professional qualifications required of school librarians, an outline of desirable reading habits for library school students, a checklist of activities to be undertaken by student librarians during their practicum experiences, a list of professional organizations for school librarians, a discussion of cooperation between libraries, and a self-evaluation checklist for use by library school students in analyzing their practicum performance. The 11 appendices to the handbook include a code of ethics for student librarians, a School Library Bill of Rights, and a Bill of Rights for student teachers. A 42-item bibliography is attached. (JL)

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

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1981

A HANDBOOK FOR STUDENT LIBRARIANS

Prepared by the

Projects Committee of the

Louisiana Association of School Librarians

Issued by

THE STATE DEPARTMENT OF EDUCATION

J. KELLY NIX

STATE SUPERINTENDENT

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

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70804

The Louisiana Department of Education strongly supports the belief that competencies of all teachers should be constantly strengthened and upgraded.

With this premise always before us, it is logical that we look not only at teachers in service, but also at college and university students who are preparing to work in the school districts of the state.

It has long been a strong educational practice for the school librarian to be an important member of every school's teaching team. Therefore, it behooves each library education program and each school in which future school librarians carry out their library practicum to provide quality and relevant experiences for the future teacher. A HANDBOOK FOR STUDENT LIBRARIANS should serve as an effective vehicle in helping to meet this objective.

The Department of Education is pleased to publish this handbook and expresses gratitude to all who have made it possible.

J. KELLY NIX
State Superintendent

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College students in the library practicum frequently need a guide in addition to the supervision given by college supervisors and supervising librarians for their work. The Projects Committee of the Louisiana Association of School Librarians, under the direction of Mrs. Martha Bienvenu, Chairperson, has updated A HANDBOOK FOR STUDENT LIBRARIANS for use by all personnel concerned with the student librarian program. College teachers of library science, supervising librarians, and certainly the students themselves will benefit from this updated, relevant, and useful publication which will help in planning, executing, and evaluating a program of student library work.

Gratitude is extended to all who have helped to make A HANDBOOK FOR STUDENT LIBRARIANS possible.

James S. Cookston
State Supervisor of School Libraries
State Department of Education

PREFACE

This handbook has been revised and updated to enable the student librarian to comprehend the responsibilities and activities in which he/she might become engaged. It is intended to make the student's experiences more relevant, provide a reference for future use, and enable the student librarian to approach a school situation with confidence. Also, the philosophy and objectives of the program are fully defined.

This revision was assembled and arranged by:

Mrs. Martha Bienvenu, Chairperson

Dr. Sara Buckmaster

Mrs. Betty Jo Hymel

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Recognition is also given to Dr. Charles E. Weimer, Professor of Education and Director of Student Teaching at Nicholls State University, for his assistance in editing this manual.

It is a pleasure to acknowledge with gratitude the courtesy of the many persons, both in the State Department of Education and elsewhere, who supplied data, offered suggestions, and otherwise contributed toward the completion of this manual.

CHAPTER I

PHILOSOPHY AND OBJECTIVES

The student librarian in today's school is faced with the emerging role of the school library as a media center. The media center today is a service agency, a materials center, and a reading and reference center facing the challenge of current innovative and creative learning programs. It must furnish the tools which will help all children and young people attain knowledge, skills, and satisfactions that will help them to develop into competent members of society.

PHILOSOPHY OF THE PROGRAM FOR STUDENT LIBRARIANS

The program for student librarians should provide an opportunity for each to translate theory into practice under the guidance of a qualified, experienced school librarian or media specialist in a working situation. Furthermore, it should provide an opportunity for the student librarian to become involved with pupils as a basis for understanding their needs, problems, abilities, motivations, attitudes and values. Through this program the student librarian should become acquainted with the scope and variety of services and resources that the media center provides for pupils and teachers.

In conclusion, the student library program should enable the student librarian to understand and appreciate the vital role of the media center in the total school program.

OBJECTIVES

To implement the foregoing philosophy, the program should provide opportunities for the student librarian to fulfill the following objectives:

1. To become acquainted with the scope and variety of services and resources that the media center provides pupils and teachers.
2. To participate in the total school program as it strives to meet the needs of the pupils, teachers, parents, and other community members.
3. To become aware of the importance of knowing the community and its resources.
4. To develop attitudes conducive to professional growth.
5. To begin a continuing program of self-evaluation.

CHAPTER II

TERMINOLOGY

Terminology in library parlance is not exact; variations in meaning may be found in professional literature as well as heard in professional discussion. In this handbook diverse terms have been used, as its production is a composite effort of a committee, and terms are used interchangeably.

In preparation of a school librarian, one of the most important aspects of training is the experience he or she receives in a school library under the guidance of a well-educated, experienced, and successful school librarian. This program may be termed practice work, the school library intern program, or the student librarian program. The student may be called student librarian, student teacher in library science, practice worker, school library trainee, school library intern, or library practicum student.

The one who is to guide the first school library experience of the student librarian is known as the supervising librarian. In the overall school library program he may be known as the media specialist or the school librarian.

In this handbook the term pupil will apply to those enrolled in the elementary or secondary school.

The school library may be referred to as a learning resource center, media center, or instructional materials center. These terms indicate a physical place where materials and accompanying services are accessible to pupils and teachers.

The school library program which focuses its attention on promoting creative inquiry by means of all instructional resources and services may be referred to as the media program.

Media, in this handbook, indicates all print and non-print materials used in a program of services.

Cooperating school identifies the school which provides the facilities and personnel for the practical training of the school librarian.

Supervisor, university supervisor, or university coordinator designates the university personnel who coordinate the university requirements and those of the cooperating school. This person works closely with the supervising librarian and the student librarian.

CHAPTER III

ADMINISTRATIVE ORGANIZATION

Student librarians should have some knowledge and understanding of school organization, school budgets, and school records as they pertain to the school library.

The chart on page 33 is a simplified chart of a typical parish school system showing the relationships of school personnel. The student librarian should discuss this chart with the supervising librarian.

The information blank on budgeting is for the student librarian to complete after having made a study of the cooperating school's situation. The student should confer with the supervising librarian, the cooperating school's principal, guidance counselor, and any staff member who could give needed information. A final check should be made with the principal to be certain that the information is correct. It is strongly recommended that the following form be completed:

A SURVEY OF RECORDS AND REPORTS

Ordinarily a school library can expect to receive monies from local, state, and federal funds. What is the total library budget of the school? _____ What percentage is this of the total gross budget of the school? _____ Does the school receive federal funds? _____

Identify acts and titles from which federal funds are received?

Fund _____ Amount _____

What is the state appropriation for library materials? _____

What is the local school board's contribution for library materials to the total school library budget? _____ Identify sources of other funds. _____

Does the library meet all budget requirements of its accrediting agencies, including the Southern Association of Colleges and Schools? _____

If not, what is the discrepancy? _____

What percentage of each fund goes for the following kinds of materials?

	PARISH FUNDS	STATE FUNDS	FEDERAL FUNDS	OTHER	TOTAL
Books					
Periodicals					
Other printed materials					
Non-print materials					
Furniture & equipment					
Supplies					
Binding					
Miscellaneous					
TOTAL					

What part of the principal's report and end-of-the-year report applies to the school library? _____

CHAPTER IV

SCHOOL AND COMMUNITY RESOURCES

Effective school librarians not only know their collection, but they also know their school and their community; the resources; the cultural, social, and economic background; and the historical traditions. So, too, should the student librarian learn of the many resources that can add to the enrichment of the school curriculum. It should be kept in mind that local situations vary and that all schools and communities do not have the same staff personnel or community resources. The following outline is an example of the resources and resource personnel with the contributions they can make to the library program.

I. Supervisor
   - A. Provides leadership
   - B. Provides critical watching and directing

II. Principal
   - A. Lends support
   - B. Serves as liaison between
     1. Department within the school (faculty)
     2. School board and staff
     3. Student body
     4. Community
   - C. Helps make policies
   - D. Administers budget

III. Faculty

A. Faculty-Library Advisory Committee

1. Helps establish policies

a. Library procedures

b. Attendance

2. Suggests curriculum needs

a. Materials

b. Schedule of unit study

3. Serves as liaison between library and faculty

B. Teachers

1. Help select and evaluate materials for purchase

2. Help provide reading and study guidance in the library

3. Help maintain discipline

4. Advise librarian of assignments

5. Plan with the librarian for media instruction

6. Motivate students to use the library

C. Guidance Counselor

D. Other staff members

IV. Pupils

A. Request materials

1. For use

2. For purchase

B. Use materials creatively

C. Share reading and learning experiences

D. Help evaluate materials

E. Promote the library

F. Contribute time and talent

1. Prepare displays and exhibits
2. Give book talks; tell stories
3. Participate in library-related clubs
4. Help with library routines

V. Parents
   A. Encourage reading and good study habits
   B. Contribute to the library
      1. Time
      2. Materials
      3. Talent
   C. Support legislation affecting libraries
   D. Support bond issues and tax elections

VI. Community
   A. Provides cultural and educational resources
      1. Speakers
      2. Tours
      3. Historical societies
      4. Museums
      5. Art Exhibits
      6. Concerts
      7. Theaters
      8. Public and university libraries
   B. Provides material resources
      1. Book exhibits
      2. Models
      3. Pamphlets, brochures, etc.

4. Displays

5. Audiovisual materials.

CHAPTER V

PERSONAL AND PROFESSIONAL QUALIFICATIONS

The student librarian has many responsibilities and obligations to the total school program. Responsibilities to the school, the supervising librarian, the pupils, the parents, and the university demand certain professional and personal qualifications. These should be assessed as the student librarian begins his program of work, as he experiences the activities planned for him, and as he completes his term of internship. The following characteristics and qualifications are desirable:

PERSONAL

To be courteous, friendly, and pleasant

To be neat and appropriately groomed

To be creative and imaginative

To be forthright, honest, yet tactful

To cultivate a pleasing voice and a cheerful personality

To remain poised at all times

To possess enthusiasm and a sense of humor

To possess emotional stability

To be alert and open-minded

To be sensitive to the needs of the children

To be dependable and punctual

To use correct English

PROFESSIONAL

To be a teacher and understand the purposes of education

To understand child growth, development, and the process of learning

To possess professional interest and enthusiasm

To accept responsibility

To profit by constructive criticism

To possess a broad literary background

To know library literature and tools

To know library procedures and practices

To know library materials and equipment

To understand the educational media concept.

CHAPTER VI

DESIRABLE READING HABITS

In addition to the development of library skills, the student librarian should take steps toward building a broad reading background. To bring to the patrons books of information, inspiration, and recreation, reading in diverse areas is desirable. Reading in the literature associated with the curriculum, reading in the professional literature, reading in areas that are relevant to young people's concerns and interests, and reading in creative literature are essential means of communication with pupils and teachers.

The following are suggested approaches toward strengthening a reading background:

1. Build a background of reading
    a. Through selection aids
    b. Through book reviews
    c. By learning to browse
2. Read and know books for the young reader as well as the more mature reader
    a. Through selection aids
    b. Through book reviews
    c. By learning to browse
3. Balance the reading program to include books of all kinds, periodicals, and newspapers
4. Read and become familiar with the literature of the profession

5. Read book reviewing periodicals

6. Keep an annotated record of readings

7. Browse through the shelves of the library

8. Read annotated bibliographies of children's literature

9. Read widely and selectively.

CHAPTER VII

PROGRAM OF SERVICES

The student librarian program offers the opportunity to become familiar with the program, policies and practices of school library service through observation and responsible participation. This outline is prepared to suggest the experiences and activities recommended for the student librarian. These experiences will be strengthened by supplementary reading and conferences planned by the supervising librarian.

CHECKLIST OF ACTIVITIES

I. Reading guidance
   - A. Individual assistance
     1. Through location and selection
     2. Through conferences with individual pupils
     3. Through individualized reading lists
     4. Through parent-teacher-librarian conferences
     5. Through conferences with guidance counselors
     6. Through conferences with teachers
     7. Through maintaining a reader-interest file for students
     8. Through maintaining reading records for individuals
   - B. Storytelling, book talks, and reading aloud to pupils
   - C. Book lists
   - D. Reading clubs and book discussion groups

II. Reference service

A. Bibliography making

B. Preparation of a collection of materials for a unit of work

C. Individual assistance in location of material

D. Preparation of reserve lists and reserve book collection for school assignments

E. Notification of class assignments to public library

F. Teaching about reference books and tools to

1. Individuals

2. Small groups of pupils

3. Class groups

III. Instruction in the use of available library resources

A. Orientation to the library

B. Arrangement of books and other materials

C. Care and handling of print and non-print materials

D. Circulation routines

E. Reference books and tools

F. Books for various interests and needs

G. Alphabetizing

H. Use of

1. Card catalog

2. Dewey Decimal System as a tool

3. Information (vertical) and picture files

4. Periodical indexes and periodicals

5. Other indexes

6. Audiovisual materials and equipment--e.g., instructional television (ITV)

I. Skills in

1. Browsing
2. Selecting a book
3. Preparing a bibliography
4. Taking notes
5. Outlining
6. Writing a book report
7. Scanning
8. Making a reading record

IV. Faculty cooperation and involvement--Library Committee

A. Cooperative planning for teaching of library skills

B. Cooperative planning for use of library materials and services

C. Curriculum planning groups

D. Keeping informed about classroom activities and library needs by

1. Visiting classrooms
2. Conferring with teachers
3. Conferring with library committees

E. Orientation of the new faculty to the library program

F. Special library workshops for faculty

G. Attendance at faculty, parent-teacher, and librarian meetings

V. Promotion

A. Library tours

B. Special releases to the faculty

C. School newspaper publicity

1. Book reviews

2. Activities

3. New books

D. Local newspaper publicity

1. Book reviews

2. Activities

E. Radio and television programs

F. Book fairs/Reading Is Fundamental (RIF)

G. Special observances

1. Book week

2. National Library Week

3. American Education Week

H. Booklists and bookmarks

I. Book games, puzzles, quizzes, contests

J. Book dramatizations

K. Bulletin boards, displays, exhibits

L. Story telling and book talks

M. Handbooks for faculty and students

N. Presentations to parent groups

VI. Co-curricular activities

A. Book clubs and book discussion groups

B. Pupil assistant clubs

C. Book talks to school clubs

VII. Involvement in using the multi-media approach to learning through

A. Using selection aids

B. Using materials and equipment

VIII. Routines

A. Selection

1. Consideration of parish media selection policy

2. Consideration of selection aids

B. Acquisition

1. Preparation of an order

a. Books

b. Audiovisual materials and equipment

c. Periodicals and newspapers

d. Printed catalog cards

e. Professional materials

f. Vertical file material

g. Furniture

h. Supplies

2. Receiving and checking in of materials and equipment

3. Use of networking systems, when available

C. Technical processing

1. Cataloging and classification

a. Printed cards

b. Original cataloging

c. Pre-processed material

d. Use of Cataloging In Publication (CIP)

e. Assignment of subject headings/classification numbers

2. Mechanical preparation of all materials for shelves and files

a. Stamping with ownership stamp

b. Assigning accession numbers

c. Pasting book pockets and date due slips

d. Reinforcing pamphlets and periodicals

e. Putting plastic covers on books/spraying

f. Lettering and numbering/labeling

g. Preparing periodicals and newspapers for use

3. Filing

a. Catalog cards

b. Vertical file material

D. Circulation

1. Desk duty

2. Shelving

3. Shelf reading

4. Circulation reports

5. Charging and checking-in of all materials and equipment

a. Books

b. Periodicals

c. Audiovisual materials and equipment

d. Vertical file material

e. Reserve books

f. Professional collection

6. Reservation and scheduling of materials, equipment and rooms

E. Care of the collection

1. Maintenance of materials and equipment

a. Book repair

b. Audiovisual materials

c. Periodicals

2. Preparation of books and periodicals for bindery

3. Weeding

F. Displays

1. Bulletin boards

2. Exhibits

G. Records and reports

1. Circulation

a. Daily

b. Monthly

c. Annual

2. Financial

3. Principal's session reports

4. Narrative report--annual

5. Southern Association reports

6. Inventory

7. Others

H. Housekeeping.

CHAPTER VIII

PROFESSIONAL RESPONSIBILITIES

Graduation from college and acquiring certification are only the beginning of professional preparation. Librarianship requires continuous growth. The student librarian has an obligation to increase his knowledge through in-service programs, professional reading, and application of research findings. Continuing education through workshops and graduate study is advised. Professional awareness is maintained by active membership in local, state, regional, and national library and educational organizations, as well as subject interest areas.

It is recommended that librarians become involved and actively participate in their professional organizations. The following is a selective list of professional organizations and their official publications:

NATIONAL ORGANIZATIONS	PUBLICATIONS
American Association of School Librarians (AASL)	SCHOOL MEDIA QUARTERLY
American Library Association (ALA)	AMERICAN LIBRARIES
Association for Educational Communications & Technology (AAECT)	AUDIOVISUAL INSTRUCTION
National Education Association (NEA)	TODAY'S EDUCATION
	NEA REPORTER
Student National Education Association	NEA REPORTER
	IMPACT

STATE ORGANIZATIONS	PUBLICATIONS
Louisiana Association of School Librarians (LASL) (A section of the Louisiana Library Association)	
Louisiana Association for Educational Communications & Technology (LAECT)	LAECT NEWSLETTER
Louisiana Association of Educators (LAE)	LAE NEWS
Louisiana Library Association (LLA)	LLA BULLETIN
Louisiana Teenage Librarians Association (LTLA)	

CHAPTER IX

COOPERATION WITH OTHER LIBRARIES

The media center of any school should make every attempt to provide materials to support its curriculum. The public library, as a community services agency, has a responsibility to supply the needs of all its young people. Pupils need the resources of both. The problem of shared responsibility has been widely discussed, several studies have been made, and several proposals have been offered.

The U.S. Office of Education (USOE), through the Elementary and Secondary Education Act (ESEA) and the Library Services and Construction Act (LSCA), has done much to strengthen the resources of both school and public libraries. In some states federal funds have been used to employ "liaison librarians" for the purpose of coordinating school and public library resources.

At the national level the Council of Chief School Officers adopted, in 1961, a set of guiding principles, which said in part,

> The school library serves the school, and the public library serves the community. Teachers and pupils are members of both the school and the community.... Cooperative planning in the selection and utilization of materials for children and young people is the responsibility of school administrators, teachers, school librarians, and other community leaders concerned with youth.[1]

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[1] S. Janice Kee, The Library's Responsibility in Meeting Student Needs (paper prepared for American Library Association's "Conference Within a Conference," 1963), pp. 7-8.

On March 11, 1965, the Louisiana State Department of Education, and the Louisiana State Library issued a joint statement on the role of school and public libraries. As of the date of this publication, this has not been updated. It follows:

LIBRARY SERVICE FOR STUDENTS

Good library service is basic to a sound educational system whether the student be old or young. Libraries in Louisiana as in other states have been challenged by the ever-increasing student demands resulting from:

1. The growing number of children, young people, and adults enrolled in formal classes
2. The increasing amount of new knowledge
3. The drive for excellence and quality, resulting in emphasis on scholarship and more favorable recognition of intellectualism
4. The new instructional methods and up-dating of course content, interesting and stimulating to individuals
5. Emphasis on reference service and research
6. Growing need for and interest in continuing education--technical and professional, basic and specialized. Increased need for vocational education to keep pace with new methods and new materials, job retraining.[2]

Working Together To Improve Service To Students

Librarians, library trustees, school administrators, school supervisors, and other educators met together in 1964 at the annual conference of the Louisiana Library Association to deliberate on the theme, "Working Together to Improve Service to Students." Opportunities for improving service and solving mutual problems were identified. Of paramount concern was the need for:

---

[2] Ibid., p. 2.

1. Better communications among school, public, college and university librarians, school and library authorities, teachers, and students to determine student needs to examine library resources, and to define responsibilities

2. Coordination and cooperation

3. Upgrading of all types of libraries

4. State plan for the development of all libraries

5. More adequate instruction in the use of libraries

6. Public awareness of the resource and personnel needs of libraries

Library Services to Students at the State Level

Recognizing the responsibility for improving service to students, the State Department of Education and the Louisiana State Library are working cooperatively to achieve the mutual goals of strengthening library programs.

The State Department of Education through the State Supervisor of School Libraries in the Division of Curriculum and Instruction:

1. Provides consultative and supervisory service to school libraries through individual conferences with school librarians, through directors of materials centers (who supervise school librarians on the parish level), and through group conferences and workshops

2. Provides books for school libraries

3. Through the Department's film depositories provides audio-visual materials for schools

4. Gathers and publishes annual statistics on school libraries in the state

5. Participates in local and state programs designed to bring improved library service to all

6. Coordinates services with other state agencies

The Louisiana State Library in its promotion of the establishment and development of public library service throughout the state:

1. Provides in its library demonstrations service to children and young adults through branch libraries and/or bookmobiles

2. Provides on request supplementary library materials through interlibrary loan

3. Provides library materials direct to individuals in parishes without public library service

4. Provides on request consultative and supervisory service to public libraries

5. Works with librarians, library trustees, and officials for the improvement of library service

6. Plans in-service training programs to raise the level of library service

7. Recruits for the library profession

8. Works closely with the State Supervisor of School Libraries in programs designed to promote interest in and improvement of library service

Recognition is hereby given to college and university libraries for making their resources available through interlibrary loan to off-campus students. Worthy of note also is the recognition by the Extension Division of Louisiana State University of its responsibility for furnishing library materials for its courses. Through a cooperative program devised by the General Extension Division, L.S.U. Library, Louisiana State Library, and public libraries, extension students now have access to required readings.

Coordinating Services at the Local Level

In order to bring about common understanding and clear-cut relationships among all types of libraries and to assure improved services the need for coordination at the local level is clear. As Library Development Committees of parishes or regions are formed, a subcommittee on student service is recommended as a means of coordinating all aspects of library service to students.

Guidelines for the Formation of a Parish Coordinating Committee on Library Service to Students, developed by the Louisiana State

Library after the 1964 LLA Conference and approved by the State Department of Education, are available on request from the State Library. In addition to suggesting ways to organize a coordinating committee these Guidelines also identify areas of responsibility for library service and mutual areas of concern of the school, public, and college library. It should be emphasized that the Guidelines are merely suggestive and drafted with the full recognition that the pattern for coordination and cooperation will vary from parish to parish.

The Louisiana State Department of Education and the Louisiana State Library encourage the development of cooperative program so that the community as a whole and students of varying ages might benefit through the availability of improved library resources and services.[3]

---

[3]William J. Dodd and Sallie Farrell, "Library Service for Students" (joint statement issued by the Louisiana State Department of Education and the Louisiana State Library, Baton Rouge, Louisiana, March 11, 1965).

CHAPTER X

EVALUATION

Evaluation is an integral part of the student librarian's learning experience. The supervising librarian and the student librarian should set goals by considering together what levels of achievement are expected and to what degree knowledge, skills, and attitude are needed. These goals will serve as guides in developing the learning experience.

The evaluation of the student librarian's performance should lead to a more realistic understanding and acceptance of "self." This self-evaluation should be comprehensive and continuous.

Thoughtful consideration of the questions in this checklist will reveal to the student librarian the extent to which he understands the media program.

CHECKLIST

_____ 1. Have I filled out the form on budgeting?

_____ 2. Have I used information from the cumulative record of one or more selected pupils?

_____ 3. Have I started a file on community resources that includes the following areas: cultural, social, economic, and historical?

_____ 4. Am I familiar with the units taught in my major and minor fields?

_____ 5. Can I identify the area of greatest strength in the media center collection? the area of greatest weakness?

_____ 6. Do I know which clubs and organizations function in the school?

_____ 7. Can I name the state supervisor of school libraries?

_____ 8. Can I name the people who hold the following positions in the chain of command and give one contribution each makes to the media program: the superintendent, the person (or persons) responsible for the media program at the system level, the principal, and the assistant principal?

_____ 9. Can I name at least one contribution that each of the following makes to the media program in the school: the teachers, the guidance counselor, the pupils, the parents, and the staff members?

_____ 10. Have I evaluated myself in terms of the personal and professional qualifications listed on pages 11 and 12?

_____ 11. Have I made a positive effort to improve in each of these categories: personal appearance, human relationships, attitude, and professional responsibilities?

_____ 12. Do I habitually read professional literature and selections from the collection?

_____ 13. Can I cite a special example of a successful experience in the following areas: reading guidance, reference service, library instruction, cooperation with a faculty member, library promotion, and co-curricular activities?

_____ 14. Can I operate the audiovisual equipment in the media center?

_____ 15. Do I know how to acquire and prepare materials for circulation?

_____ 16. Could I set up a good workable system for circulation of materials?

_____ 17. Do I know how to take inventory?

_____ 18. Can I repair a book, reinforce a magazine, splice a tape or a film, and change a projector lamp?

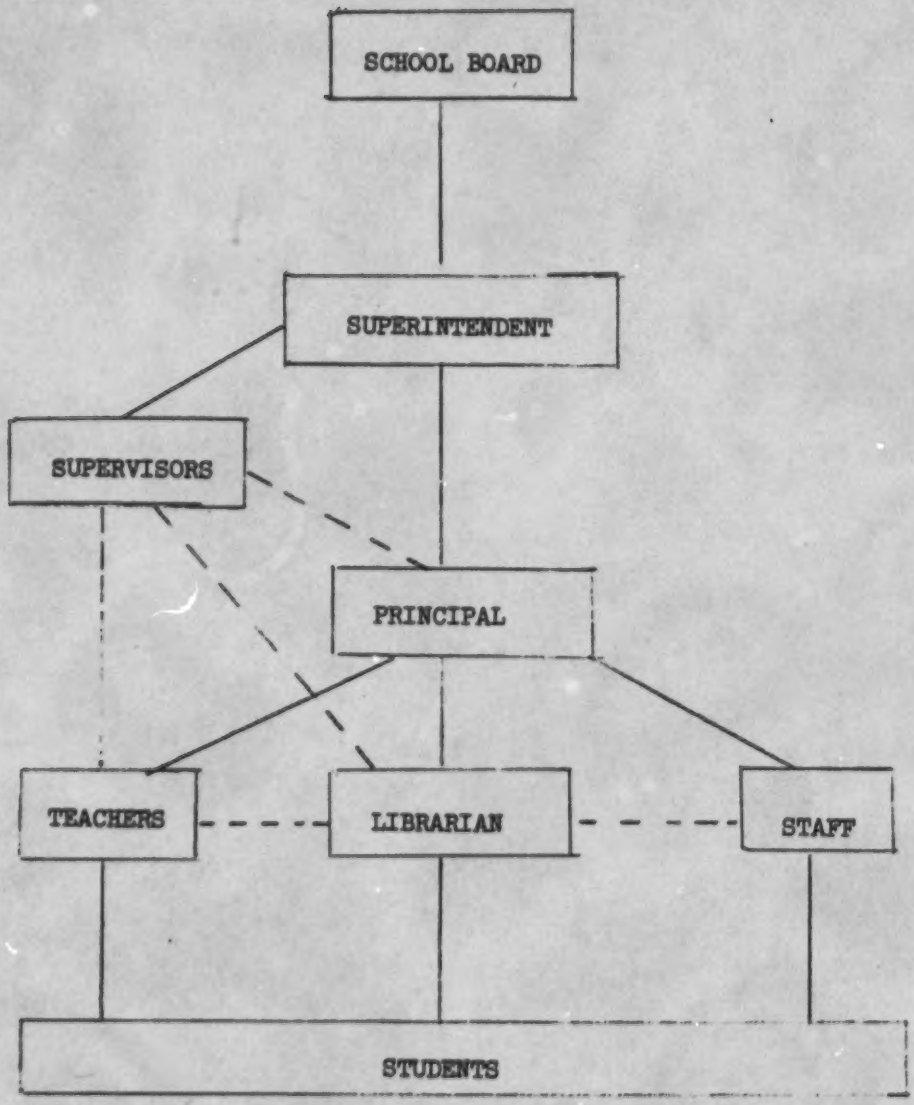
_____ 19. Do I know what information is required for the annual report?

_____ 20. Can I cite one way that the school librarian can cooperate with the public library?

_____ 21. Do I understand the role of the library in the school?

APPENDIX

CHART



PARISH SCHOOL ORGANIZATION STRUCTURE

(Simplified)

_____ Line of authority

- - - - Line of cooperation

HINTS FOR STUDENT LIBRARIANS

Keep in mind the following:

1. Try to get to the library a few minutes before your scheduled time. Your supervisor will notice and appreciate this very much.
2. Personal hygiene and appearance is of great importance as you will be facing some biased critics who do not pull their punches.
3. If you need information on any phase of your work, go back to your staff manual, read from library literature, consult your supervisor or library science teachers, or do all of these things.
4. If the library needs extra things done, volunteer to do some of them. The supervisor and pupils will know about this and will want to cooperate with you more fully when you need help.

When you are left in charge of the library, stay conscious of the following things:

1. Try to get to the library early so you may check on the following:
   a. Be sure you are <u>cool</u> and collected.
   b. See that there is someone in charge at all the desks who knows his duties.
   c. See that the physical condition of the room is as comfortable as you can make it.
2. Requests for materials, whether from administrators, teachers or pupils, should be either "filled or filed." If you are unable to fill the requests,

be sure that you leave adequate information so that the next person who comes may be able to pick up where you left off.

3. You will need to be on the move quite a bit of the time in order to know what pupils are doing. By this means you will know what pupil librarians are doing their jobs, what students are needing your help, which ones are killing time, disturbing others, or mutilating library materials.
4. Discipline is very important. There are some students who cannot study if there is disturbance. Watch for the pupil who is doing nothing. Suggest a book, magazine, or newspaper. Learning the student's hobbies will help you with this problem. A pupil who disturbs others by talking may be sent to another table. He may have to be isolated. Do not allow students to break library rules and "get away" with it. They need to understand that you mean what you say.
5. Your first duty is to give good service to those who need it. Watch for those who need help, but don't just "get things" for pupils: teach them how to help themselves.
6. When you run into difficulties, send an SOS to your supervisor. There will be rush orders, problem children, and other situations for which you will need help. Don't fail to call for assistance when you need it.

CODE OF ETHICS FOR LIBRARIANS

The school librarian is a member of the library profession and, as such, should adhere to the Code of Ethics adopted by its national organization, the American Library Association. The professional conduct guide of the American Library Association is its Code of Ethics for Librarians, adopted in 1938. The Code consists of 28 numbered paragraphs that give principles of ethical behavior for the professional librarian in relation to:

Governing Authority of the Library
Constituency of the Librarian
Library in which the Librarian Works
The Library Profession
Society in which the Library Operates

No procedures for enforcement of the Code are reported.

The following pertinent excerpts are taken from the code:

PREAMBLE

1. The library as an institution exists for the benefit of a given constituency, whether it be citizens of a community, members of an educational institution, or some larger or more specialized group. Those who enter the library profession assume an obligation to maintain ethical standards of behavior in relation to the governing authority under which they work, to the library constituency, to the library as an institution and to fellow workers on the staff, to other members of the library profession, and to society in general.

2. The term librarian in this code applies to any person who is employed in a library to do work that is recognized to be professional in character according to standards established by the American Library Association.

3. This code sets forth principles of ethical behavior for the professional librarian. It is not a declaration of prerogatives nor a statement of recommended practices in specific situations.

I. Relation of the Librarian to the Governing Authority

4. The librarian should perform his duties with realization of the fact that final jurisdiction over the administration of the library rests in the officially constituted governing authority....

5. The chief librarian should keep the governing authority informed on professional standards and progressive action. Each librarian should be responsible for carrying out the policies of the governing authority and its appointed executives with a spirit of loyalty to the library.

6. . . . . .

7. . . . . .

8. . . . . .

II. Relation of the Librarian to His Constituency

9. . . . . .

10. It is the librarian's responsibility to make the resources and services of the library known to its potential users. Impartial service should be rendered to all who are entitled to use the library.

11. It is the librarian's obligation to treat as confidential any private information obtained through contact with library patrons.

12. The librarian should try to protect library property and to inculcate in users a sense of their responsibility for its preservation.

II. Relation of the Librarian within His Library

13. . . . . .

14. Loyalty to fellow workers and a spirit of courteous cooperation, whether between individuals or between departments, are essential to effective library service.

15. Criticism of library policies, service, and personnel should be offered only to the proper authority for the sole purpose of improvement of the library.

16. Acceptance of a position in a library incurs an obligation to remain long enough to repay the library for the expense

incident to adjustment. A contract signed or agreement made should be adhered to faithfully until it expires or is dissolved by mutual consent.

17. Resignations should be made long enough before they are to take effect to allow adequate time for the work to be put in shape and a successor appointed.

18. A librarian should never enter into a business dealing on behalf of the library which will result in personal profit.

19. A librarian should never turn the library's resources to personal use, to the detriment of services which the library renders to its patrons.

IV. Relation of the Librarian to His Profession

20. Librarians should recognize librarianship as an educational profession and realize that the growing effectiveness of their service is dependent upon their own development.

21. . . . . .

22. . . . . .

23. Librarians should have a sincere belief and a critical interest in the library profession....

24. . . . . .

25. Librarians, in recognizing the essential unity of their profession, should have membership in library organizations and should be ready to attend and participate in library meetings and conferences.

V. Relation of the Librarian to Society

26. . . . . .

27. . . . . .

28. A librarian's conduct should be such as to maintain public esteem for the library and for library work.

CODE OF ETHICS

OF THE EDUCATION PROFESSION

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Professional indicates the aspiration of all educators and provides standards by which to judge conduct.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:

a. Exclude any student from participation in any program;

b. Deny benefits to any student;

c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education professional is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the professional by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a noneducator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

SCHOOL LIBRARY BILL OF RIGHTS

for

School Library Media Center Programs

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

BILL OF RIGHTS FOR STUDENT TEACHERS*

We, the members of the United Teaching Profession, believe that--

The student teaching experience is a crucial component of teacher education.

The quality of this experience is of signal importance in shaping the attitudes and building the competencies and understandings of the teacher; and thus is ultimately a determinant of the quality of education in the nation's schools.

Teachers, along with college of education personnel, school officials, and student teachers themselves, share a responsibility to enhance the quality of the student teaching experience; and, accordingly, each of these groups has a right and responsibility to participate in the decisions directed toward accomplishment of this objective.

The quality of the student teaching experience is immeasurably improved when there is full recognition on the part of all who are professionally involved with student teachers that, in their dual role of student and future teacher, they should be accorded certain rights that, as proclaimed in the Preamble to the NEA Bill of Teacher Rights, derive from such fundamental human rights as dignity, privacy, and respect, and such basic constitutional rights as freedom of speech, religion, assembly, association, due process and equal protection of the law, and the right to petition for the redress of grievances.

Confident in the validity of these beliefs, we hereby proclaim this Bill of Student Teacher Rights.

As a citizen, a student, and a future member of the teaching profession, the individual student teacher has the right:

1. To freedom from unfair discrimination in admission to student teaching and in all aspects of the field experience. Student teachers shall not be denied or removed from an assignment because of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, social or cultural background, or sexual orientation. Nor shall their application be denied because of physical handicap unless it is clear that such handicap will prevent or seriously inhibit their carrying out the duties of the assignment.

*The rights defined in this document are intended to apply to all teacher education students who are engaged in an extended field experience designed to prepare them for a classroom teaching career.

2. To be informed in advance of the standards of eligibility of student teaching and of the criteria and procedures for evaluation of his or her classroom performance.

3. To be consulted in advance and have effective voice in decisions regarding assignment, with respect to subject, grade level, school, and cooperating teacher.

4. To be assigned to a cooperating teacher who volunteers to work with the student teaching program, who is fully qualified to do so, and is appropriately remunerated for the work, and given sufficient time to carry out its responsibilities.

5. To be reimbursed by the college or university for any financial hardship caused by the student teaching assignment; e.g. for the costs of traveling excessive distances to the cooperating school district, or for the expenses incurred when the student teacher is assigned to a location so remote from his or her college/university that it is necessary to establish residence there, in addition to the college or university residence.

6. To be informed, prior to the student teaching period, of all relevant policies and practices of the cooperating school district, including those regarding personnel, curriculum, student requirements, and student teaching program.

7. To confidentiality of records. Except with the express permission of the student teacher, the college or university shall transmit to the cooperating school district only those student records that are clearly necessary to protect the health and welfare of the student teacher, the cooperating teacher, the students, and others in the cooperating school. All persons having access to the records of student teachers shall respect the confidentiality of those records, as required by law.

8. To be admitted to student teaching and to remain in the student teaching assignment in the absence of a showing of just cause for termination or transfer through fair and impartial proceedings.

9. To a student teaching environment that encourages creativity and initiative. The student teacher should have the opportunity, under the perceptive supervision of the cooperating teacher, to develop his or her own techniques of teaching.

10. To a student teaching environment that encourages the free exploration of ideas and issues as appropriate to the maturity of the students and the topics being studied.

11. To carry out the student teaching assignment in an atmosphere conducive to learning and to have authority under supervision of the cooperating teacher, to use reasonable means to preserve the learning environment and protect the health and safety of students, the student teacher, and others.

12. To participate, with the cooperating teacher and college/university supervisor, in planning the student teaching schedule to include, in addition to work with the assigned cooperating teacher, observation of other

classes, attendance at professional meetings, and involvement, as appropriate, in extra-curricular activities that will enrich and broaden the range of the field experience.

13. To be assigned to duties that are relevant to the student teacher's learning experience. Student teachers shall not be required to act as substitute teacher or teacher aide, nor to handle any nonteacher duties that are not part of the cooperating teacher's duties.

14. To request transfer in the event of prolonged illness of, or serious personality conflict with, the cooperating teacher and to have that request given favorable consideration without damage to any party's personal or professional status.

15. To a cessation of student teaching responsibilities in the event and for the duration of a teacher strike at the cooperating school or school district to which the student teacher is assigned. If the strike is a prolonged one, the college or university has the responsibility to reassign the student teacher to another school district.

16. To the same liability protections as are provided by the school district for regularly employed certified teachers.

17. To influence the development and continuing evaluation and improvement of the student teacher program, including the formulation and systematic review of standards of student teacher eligibility, and criteria and procedures of student teacher evaluation. Such influence shall be maintained through representation of student teachers and recent graduates of the student teacher program on committees established to accomplish these purposes.

18. To frequent planning and evaluative discussions with the cooperating teacher.

19. To systematic, effective supervision by the college/university supervisor. Such supervision shall include (1) regularly scheduled classroom observations of sufficient frequency and length to permit thorough insight into the strengths and weaknesses of the student teacher's performance; (2) conferences with college/university supervisor immediately following observation, or as soon thereafter as possible, to discuss results of observation; and (3) regularly scheduled three-way evaluation conferences among student teacher, college supervisor, and cooperating teacher, to ensure that the student teacher is fully apprised of his or her progress and is given substantive assistance in assessing and remedying the weaknesses and reinforcing the strengths of his or her performance.

20. To see, sign, and affix written responses to evaluations on his or her classroom performance.

21. To an equitable and orderly means of resolving grievances relating to the student-teaching assignment. The college/university grievance procedure shall incorporate due process guarantees, including the right to be informed in writing of the reasons for any adverse action regarding his or her assignment, and to appeal any such action, with the right to have both student and teacher representation on committees formulated to hear and adjudicate student teacher grievances.

22. To be free to join, or not to join, on or off-campus organizations, and to enjoy privacy and freedom of life-style and conscience in out-of-school activities, unless it is clearly evident that those activities have a harmful effect on the student teacher's classroom performance.

SCOPE AND SEQUENCE CHART FOR LIBRARY INSTRUCTION AND ACTIVITIES

CHART[1]

LIBRARY INSTRUCTIONS AND ACTIVITIES - GRADES AT WHICH PRESENTED, REINFORCED, OR MASTERED

P - represents first presentation
R - reinforcement
M - mastery

	K	1	2	3	4	5	6	7	8	9	10	11	12
Becoming acquainted with school and public libraries	P	R	R	R	R	R	M	M	M				
Choosing and making use of classroom collections	P	R	R	R	R	M	M	M	M				
Learning care of books	P	R	R	R	M	M	M	M	M				
Practicing library citizenship	P	R	R	R	M	M	M	M	M				
Listening to stories and book talks	P	R	R	R	R	R	R	R	R	M	M	M	M
Interpreting literature through creative dramatics	P	R	R	R	R	R	R	R	R				
Sharing reading experiences	P	R	R	R	R	R	R	R	R	R	M	M	M
Creating original illustrations for stories		P	R	R									
Browsing and choosing books to read; becoming increasingly critical in selection	P	R	R	R	R	R	R	R	R	R	R	R	R
Assuming responsibility for checking out and returning books	P	R	R	R	R	R	R	R	R	R	M	M	M
Understanding the arrangement of a library				P	R	R	R	M	M	M	M	M	M
Keeping reading records, from simple author-title to classification by areas				P	R	R	R	M	M	M	M	M	M
Using dictionaries and encyclopedias				P	R	R	R	R	R	R	M	M	M
Acquiring knowledge of parts of books and how to use books for answers to specific questions					P	R	R	R	R	R	M	M	M
Using card catalog with increasing adeptness at upper levels					P	R	R	R	R	R	M	M	M
Using reference books: indexes, almanacs, gazetteers, etc.						P	R	R	R	R	R	R	M
Learning to make and use bibliographies							P	R	R	R	M	M	M
Outlining and taking notes						P	P	R	R	M	M	M	M
Making critical appraisal of reading records							P	R	R	R	R	R	R
Developing ability to use library and reference materials independently						P	P	R	R	R	R	M	M
Appraising materials critically							P	P	R	R	R	R	R
Developing interest and self-direction in reading	P	R	R	R	R	R	R	R	R	R	R	R	R
Developing skill and judgment in use of periodicals and newspapers, and the indexes to them						P	P	R	R	R	R	R	M

[1]Illinois Curriculum Program, Instructional Materials (Administration and Supervision Bulletin A-3) 1961, p. 27.

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SAMPLE

Student _____ Library Assignement _____

Supervising Librarian _____ Date _____

Total Hours of Practicum _____ From _____ to _____ (Dates)

Using a scale of 1 to 5 place a check (✓) in the column which best describes your evaluation of the student's work. Where you have no basis for evaluation place a check in the Not Appropriate column (NA). (On the scale, 5 is the highest rank)

	1	2	3	4	5	NA
PROFESSIONAL APTITUDES AND POTENTIAL						
Application of basic library skills						
Selection of materials						
Technical processes						
Reference						
Circulation routines						
Local production of audiovisual media						
Application of appropriate teaching techniques						
Effective utilization of audiovisual and other materials						
Evidence of management skills						
Ability to plan and organize						
Ability to maintain the established climate and atmosphere						
Ability to organize and follow through assigned tasks						
Evidence of skill in promotion and use of materials						
Evidence of good interpersonal skills with pupils and teachers						
Demonstration of ability to plan and coordinate appropriate library skills instruction and activities						
Potential for professional growth						
PERSONAL QUALITIES						
Exhibits warmth and enthusiasm						
Exercises good judgment and tact						
Demonstrates initiative and creativity						
Healthy sense of humor						
Exhibits emotional and physical stamina						
Reacts well to suggestions for improvement						
Demonstrates self-discipline and flexibility						
Well-groomed and appropriately dressed						
Punctual and in attendance as scheduled						
Assertive when necessary						
Uses appropriate English and voice control						

ESTIMATE OF STUDENT AS PROSPECTIVE LIBRARIAN (Check appropriate statement in each column)

_____ Ability to operate independently
_____ Ability to operate best under supervision
_____ Ability to operate best with close supervision

_____ Recommend highly
_____ Recommend with assurance
_____ Recommend with reservation

STATEMENT OF STRENGTHS AND AREAS OF GROWTH:

This statement may be made a part of student's file.

_____ (Signature)

_____ Signature of Supervising Librarian

SAMPLE STUDENT LIBRARIAN RATING SHEET

	Poor	Below Average	Average	Above Average	Superior
I. Attitude Toward Work					
1. Ability and desire to improve					
2. Willingness to cooperate					
3. Willingness to assume responsibility					
4. Readiness to profit by criticism					
II. Teacher-Pupil-Librarian Relations					
1. Personal interest in pupils					
2. Ability to understand pupils' point of view					
3. Ability to secure cooperation and respect of pupils					
4. Ability to work with teachers					
III. General and Professional Preparation					
1. Knowledge of library science					
a. Library literature					
b. Library tools					
c. Library procedures and practices					
2. Knowledge of library materials for children and young people					
3. Breadth of general information					
4. Careful and correct English					
5. Ability to plan and organize work					
IV. Skill in Conducting the Library					
1. Ability to use mature and effective methods of discipline					
2. Ability to stimulate thought					
3. Ability to adapt materials to needs and interests of teachers, pupils and classes					
4. Ability to make use of student initiative					
5. Ability to use illustrative materials					
6. Ability to make definite, workable assignments to pupil assistants					
7. Ability to arouse interest and hold attention					

SAMPLE FORM

Name _____ Evaluation No. _____

Date _____

STUDENT TEACHER EVALUATION

The following evaluation form is to be used in conjunction with the daily log to evaluate the on-going progress of the student teacher. It will not replace the mid-term or final evaluation form that is submitted to the College of Education. It will, however, act as an instrument to direct attention to the strong and weak points of the student teacher during each nine week period.

Under each separate category there are choices which require a check mark (✓).

This form is to be completed a minimum of 6 times during a semester, one at the end of each 14 days of student teaching.

I. PERSONAL CHARACTERISTICS	Highly Acceptable Performance	Moderate Performance	Unacceptable Performance
A. Enthusiasm			
1. The student teacher is alert			
2. Possesses strength and good health			
3. Is calm and optimistic			
B. Appearance			
1. The student teacher wears appropriate clothing			
2. Has good sitting and standing posture			
3. Is always neat and well groomed			
4. Receptive to suggestions in relation to dress			
C. Poise			
1. Confident pleasant manner before class			
2. Meets people readily			
3. Calm and tactful when difficult situations arise			

	Highly Acceptable Performance	Moderate Performance	Unacceptable Performance
D. Reliability			
1. Willing to accept and discharge responsibility			
2. Is punctual			
3. Assumes responsibility with a minimum of supervision			
4. Is consistent in behavior			
E. Sociability			
1. Employs accepted forms of courtesy			
2. Likes company of others			
3. Intelligently finds ways of association			
4. Makes others feel at ease			
F. Emotional Stability			
1. Receptive to suggestions, pressures, and questions			
2. Accepts success or failure			
3. Adjusts well to role of being a teacher			
G. Cooperation			
1. Works well with others			
2. Works willingly with others to solve problems			
3. Seeks ideas from others			
H. Reaction to Suggestions			
1. Has developed a realistic standard of evaluation			
2. Applies these standards to his own progress in locating his weaknesses and correcting them			
3. Seeks criticism			
4. Uses criticism constructively			
II. PROFESSIONAL QUALITIES			
A. Knowledge of Subject Matter			
1. Has a rich and varied background			
2. Selects subject matter appropriate to level of students			
3. Relates subject matter well			
4. Reads to keep abreast			

	Highly Acceptable Performance	Moderate Performance	Unacceptable Performance
B. Professional Ethics and Attitude			
1. Understands professional relationship			
2. Displays a sense of responsibility to profession			
3. Can discuss problems on a professional rather than a personal basis			
4. Able to evaluate himself			
C. Initiative			
1. Able to analyze and solve his own problems			
2. Voluntarily seeks responsibilities			
3. Recognizes change in the learner's needs and interest			
4. Able to alter planned procedures to meet the needs of the new situation			
5. Shows originality			
D. Speech			
1. Speaks effectively and clearly			
2. Uses correct grammar			
3. Organizes thoughts so that speech is clearly understood			
4. Gives clear and meaningful directions and explanations			
E. Command of Written English			
1. Writes clearly and effectively			
2. Writes correct grammar			
3. Uses correct format and grammar in handouts			
4. Is interested in enriching his or her vocabulary			
5. Is appropriate for grade level			
F. Understanding Aims and Objectives			
1. Aware of objectives of school as a whole			
2. Aware of objectives of his specific area			
3. Checks plans to see that objectives are provided for in the procedure			
G. Understanding of the Evaluation of Student Progress			

III. TEACHING TECHNIQUES	Highly Acceptable Performance	Moderate Performance	Unacceptable Performance
A. Ability to Establish and Maintain Disciplinary Control			
1. Is firm when firmness is needed			
2. Helps students build self-control			
3. Is fair with the student			
4. Respects and earns the respect of students			
5. Directs students' energy toward meaningful work			
6. Maintains class interest and enthusiasm without apparent effort			
B. Use of Various Techniques			
1. Uses techniques which carry out the objectives of the lesson			
2. Suits lessons to the level of the pupils			
3. Develops in pupils an interest in writing, speaking, and listening effectively			
4. Sets high standards for English usage			
5. Uses illustrative materials and other teaching aids			
C. Daily Preparation			
1. Considers the students' needs			
2. Makes plans with immediate and long range objectives in view			
3. Masters the content			
4. Plans and submits materials on time			
5. Uses a variety of procedures			
6. Prepares for use of instructional media			
D. Ability in Stimulating Thought			
1. Asks stimulating questions			
2. Uses pupil-teacher planning			
3. Establishes a cooperative climate for teaching			
4. Is alert to student suggestions and reactions			

	Highly Acceptable Performance	Moderate Performance	Unacceptable Performance
E. Ability in Organizing Subject Matter			
1. Organization of subject matter is sequential, continuous, and developmental			
2. Considers pattern of child growth and development			
3. Makes use of available resources			
4. Plans in accord with objectives			
F. Ability in Making Assignments			
1. Considers individual differences in assignments			
2. Assigns homework as an extension of learning begun in class			
3. Arranges time to clarify assignments			
G. Ability in Handling Management and Routine			
1. Manages classroom as effective environment for learning			
2. Is sensitive to proper physical classroom conditions			
3. Handles routine matters in organized manner			
4. Begins and stops on schedule			
5. Assists with duties			
6. Assumes responsibility for attendance records, etc.			
H. Ability in Teacher-Pupil Planning			
1. Determines experiences, interests and needs of individual students and groups			
2. Utilizes instructional level of understanding of each pupil and class			
3. Plans with individual student, small groups, or with whole class			
4. Shows proficiency in working with small groups or committees			
I. Ability in Stimulating Creativity			
1. Assists pupils in the process of problem solving			
2. Stimulates the use of intuition and imagination			

	Highly Acceptable Performance	Moderate Performance	Unacceptable Performance
3. Creates situation to promote many and varied responses			
4. Promotes originality			
LIBRARY SCIENCE			
A. Attitude Toward Library Work			
1. Ability and desire to improve			
2. Willingness to cooperate			
3. Willingness to assume responsibility			
4. Readiness to profit by criticism			
B. Teacher-Pupil-Librarian Relations			
1. Personal interest in students			
2. Ability to understand students' point of view			
3. Ability to secure cooperation and respect of students			
4. Ability to work with teachers			
C. General and Professional Preparation			
1. Knowledge of library science			
a. Library literature			
b. Library tools			
c. Library procedures and practices			
2. Knowledge or library materials for children and young people			
3. Breadth of general information			
D. Skill in Conducting the Library			
1. Ability to plan and organize library work			
2. Ability to use mature and effective methods of discipline			
3. Ability to adapt materials to needs and interest of teachers, pupils and classes			
4. Ability to stimulate thought			
5. Ability to make use of student initiative			
6. Ability to make definite, workable assignments to pupil assistants			
7. Ability to use illustrative materials			

	Highly Acceptable Performance	Moderate Performance	Unacceptable Performance
8. Ability to arouse interest and hold attention			
9. Ability to handle technical processes			
10. Ability to handle routine matters			
E. Personality Factors--Does the student demonstrate acceptable			
1. Initiative			
2. Punctuality			
3. Dependability			
4. Accuracy			
5. Tact			
6. Courtesy			
7. Adaptability			
8. Imagination			
9. Appreciation of aesthetic values			

SUPERVISING TEACHER SIGNATURE

STUDENT TEACHER SIGNATURE

V. LIBRARY SCIENCE

(For Library Science Minors)

FIRST EVALUATION

____S ____U

	ACCEPTABLE	ACCEPTABLE WITH RESERVATIONS	UNACCEPTABLE
1. ATTITUDE TOWARD LIBRARY WORK			
2. TEACHER-PUPIL-LIBRARIAN RELATIONS			
3. GENERAL AND PROFESSIONAL PREPARATION			
4. SKILL IN CONDUCTING THE LIBRARY			
5. PERSONALITY FACTORS			

STRENGTHS:

NEEDED IMPROVEMENTS:

Student Teacher

Supervising Teacher

V. LIBRARY SCIENCE

SECOND EVALUATION

____S ____U

	ACCEPTABLE	ACCEPTABLE WITH RESERVATIONS	UNACCEPTABLE
1. ATTITUDE TOWARD LIBRARY WORK			
2. TEACHER-PUPIL-LIBRARIAN RELATIONS			
3. GENERAL AND PROFESSIONAL PREPARATION			
4. SKILL IN CONDUCTING THE LIBRARY			
5. PERSONALITY FACTORS			

STRENGTHS:

NEEDED IMPROVEMENTS:

Student Teacher

Supervising Teacher

SAMPLE LIBRARY SCIENCE

	Mid-Semester 0=unsatisfactory 6=outstanding	Final
A. TEACHER-PUPIL-LIBRARIAN RELATIONS		
The library science practicum student will		
1. take personal interest in the students	0 1 2 3 4 5 6	0 1 2 3 4 5 6
2. understand the students' point of view	0 1 2 3 4 5 6	0 1 2 3 4 5 6
B. GENERAL AND PROFESSIONAL PREPARATION		
The library science practicum student will		
1. demonstrate a thorough knowledge of library science:		
a. library literature	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. library tools	0 1 2 3 4 5 5	0 1 2 3 4 5 6
c. library procedures and practices	0 1 2 3 4 5 6	0 1 2 3 4 5 6
2. demonstrate a thorough knowledge of library materials for children and young people	0 1 2 3 4 5 6	0 1 2 3 4 5 6
3. exhibit a breadth of general information	0 1 2 3 4 5 6	0 1 2 3 4 5 6
C. SKILL IN CONDUCTING THE MEDIA CENTER		
The library science practicum student will demonstrate the ability to		
1. plan and organize school media work	0 1 2 3 4 5 6	0 1 2 3 4 5 6
2. adapt materials to needs and interests of teachers, pupils and classes	0 1 2 3 4 5 6	0 1 2 3 4 5 6
3. stimulate thought	0 1 2 3 4 5 6	0 1 2 3 4 5 6
4. make use of student initiative	0 1 2 3 4 5 6	0 1 2 3 4 5 6

5. make definite, workable assignments to pupil assistants	0 1 2 3 4 5 6	0 1 2 3 4 5 6
6. use illustrative materials	0 1 2 3 4 5 6	0 1 2 3 4 5 6
7. arouse interest and hold attention	0 1 2 3 4 5 6	0 1 2 3 4 5 6
8. handle technical processes	0 1 2 3 4 5 6	0 1 2 3 4 5 6
9. handle routine matters	0 1 2 3 4 5 6	0 1 2 3 4 5 6

D. PERSONALITY FACTORS

The library science practicum student will demonstrate acceptable

1. punctuality	0 1 2 3 4 5 6	0 1 2 3 4 5 6
2. dependability	0 1 2 3 4 5 6	0 1 2 3 4 5 6
3. accuracy	0 1 2 3 4 5 6	0 1 2 3 4 5 6
4. tact	0 1 2 3 4 5 6	0 1 2 3 4 5 6
5. courtesy	0 1 2 3 4 5 6	0 1 2 3 4 5 6
6. imagination	0 1 2 3 4 5 6	0 1 2 3 4 5 6
7. appreciation of aesthetic values	0 1 2 3 4 5 6	0 1 2 3 4 5 6

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